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ABSTRACT

To evaluate a secondary level occupational education program in New York State, the author used a system termed LOPE (Local Occupational Program Evaluation), which began with the development of a statement of philosophy and measureable objectives based on teacher and administrator input. A questionnaire based on the objectives was administered to graduating students and to the same students six months after graduation to evaluate the performance of the school and its staff in meeting the established objectives. One of the objectives was: Upon completion of an occupational program, 65% of the students will rate the experience satisfying. Students responded to the statement: My experiences in the specialization which I pursued while in the occupational education program were: (Responses ranged from "very satisfying" to "not at all satisfying.") Data obtained during the two-phase administration of the instrument indicated that five of the seven stated objectives were met. It was concluded that the LOPE system, which measures the "products" (graduates) of a program, can be useful for accountability because it uses measureable objectives. Resource materials, including a position paper by the author, data collection forms, and transparency masters on LOPE, are appended to the report. (LMS)

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LOCAL OCCUPATIONAL PROGRAM EVALUATION

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PREFACE

This work is based upon the first hand experience of the writer dealing with the evaluation of a local occupational/vocational education program. The program was that of a secondary level occupational education program in New York State, within an area occupational center which was responsible for the delivery of vocational services to a number of school districts in the local area. The important concern is that the procedures used should prove of value to others concerned with the self-evaluation of local vocational education programs. The procedure involved the development and Board of Education approval of a statement of philosophy as well as measurable objectives established by means of teacher and administrative input. After these statements were Board approved it was necessary to develop a suitable evaluation system to evaluate the performance of the school and its staff in meeting the establihsed objectives.

The reader will find the contents in the form of a case study approach with supporting materials included in the appendix. The procedures and final product should not be considered the ultimate as a solution to all evaluation problems but should serve as an aid to those concerned with evaluation of local occupational/vocational programs.

The procedures described concern one local vocational school district at the secondary level. It must be pointed out that the same procedures could be applied to any type of vocational program no matter what type of delivery system was being used or at what level the instructional program was being carried out. This would make the system usable not only at the secondary level but for post-secondary levels of instruction and adult training programs within both the public and private sectors.

Papers and the results of this study have been presented at two recent American Vocational Association Conferences in New Orleans and Aneheim and were well received by those attending the meetings. The study has also been presented to the local directors of vocational education in New Jersey, New York and New Hampshire. These points have been mentioned only to reinforce the need for such information and the importance of making it more generally available to those concerned with local program evaluation. This review and many requests for the papers and final results of the study have encouraged the writer to put the results together in book form so that others may share and react to the LOPE system of evaluation.

Reader reaction in the form of critical review and comments for improvement would be greatly appreciated by the author.

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I

INTRODUCTION

This publication had its birth as the result of the writer being asked to be a consultant to a steering committee on "Quality, Cost, Evaluation of Occupational Education" of a Board of Cooperative Educational Services (BOCES). A BOCES is an intermediate school district which can perform many services for the component districts including such things as special education, computer services, audio-visual production and library, as well as the operation of the occupational education program. As is typical in New York State, this BOCES was responsible for the development, staffing, and operation of the occupational education program (area voctional center). The theme of this publication and the intent applies to programs that can typically be called vocational, vocational-technical, occupational, or industrial education.

The steering committee was established by the Board of Education of the BOCES district. Nine component districts are members of this particular BOCES, which operates with a five member Board of Education. The steering committee on "Quality, Cost, Evaluation of Occupational Education (QCE) consisted of seven (7) individuals. Three (3) were board members from component districts, three (3) were superintend-

ents from component districts, and one (1) was a member of the BOCES Board. The steering committee was established to evaluate the quality and cost of the BOCES occupational education program. The writer was asked to work as a consultant to the committee and to assist them in the product evaluation phase of their assignment.

This introduction seemed necessary in order to inform the reader about the background of the problem and the involvement in a real life situation dealing with evaluation of the local program. The experience afforded the writer the opportunity to do an in-depth investigation of self-evaluation of the local occupational program and the conclusions based upon the investigation.

The content and philosophy upon which this manuscript is based could prove useful to both half-day and full-day occupational education program sponsors. It so happens that in New York State the BOCES sponsors the area occupational education program with the support of the component districts. But, the design is such as to be useful to all vocational/ occupational program operators, whether they be a part of a BOCES, a county system, a state system, or a city-sponsored program.

In brief, the process involved a review of the literature dealing with program evaluation and the preparation of a position paper on the subject. What followed consisted of meetings with the administration and teaching staff to

establish a philosophy statement and measurable objectives for the program. After the philosophy and objectives received BOCES Board approval, the data collection phase and analysis process began. This is spelled out in greater detail as you continue.

BACKGROUND

It seems that one of the most basic attempts at self-evaluation of the local occupational program has centered on follow-up studies of graduates. Follow-up data of graduates is required by all State Education agencies charged with the operation of the vocational program at the local level. This information in turn is reported to the United States Office of Education. The basic assumption must then be that vocational graduates should enter either higher education or the world of work in their area of specialiation upon completion of a program.

Evaluation of local occupational education programs can be concerned with process or product. Process refers to the instructional program, curriculum, facilities, teaching and community resources and involvement expanded to provide the occupational education program at the local level. Product refers to the graduate and perhaps even the drop-out from an occupational education program. All evaluation, therefore, centers on process, product or process-product evaluation of the local program.

Moss (1968) in a Technical Report entitled "The Evaluation of Occupational Education Programs" describes, in a very technical manner, some research approaches to evaluation of occupational programs. His review lists six (6) research approaches to evaluation which are as follows:

Formative Evaluation
Expert and Self-evaluations
Follow-ups
Experiments
Interrupted Time Series
Regression Analysis

The reader interested in program evaluation would be well advised to review the Moss report. It would seem appropriate to also consider cost-benefit analysis techniques as another approach to evaluation. With the addition of cost-benefit analysis plus the six (6) approaches suggested by Moss, our list totals seven (7) approaches.

It is not the intent of this paper to review any or all of the techniques for evaluation which have been mentioned. A review of the research can provide this kind of information to the reader interested in such evaluation techniques. The purpose is to focus on the need for objectives at the local level so as to make evaluation more responsive to such statements.

Pucel (1973) in what this writer considers to be an excellent source details the vocational follow-up system used in Minnesota. He makes the statement that "Occupational education programs are planned with specific objectives in

mind. The action is the actual process of conducting an occupational education program."

However, it is this writer's conclusion that the stated philosophy and objectives of many occupational education programs leave a great deal unclear, vague, or entirely missing in regard to the direction of the educational program at the local level. (Pautler, 1974) Pucel ties it all together in a very simple scheme which the writer has abstracted and which follows.

> Occupational education administrators and teachers are often plagued by two questions:
>
> 1. What programs should be offered?
> 2. Are the programs effective?
>
> If a program is established and all, or most, of the graduates become employed in related occupations, most vocational decision makers would not be concerned about gathering additional information.
>
> If programs are not effective and graduates are not placed in related occupations, three questions follow:
>
> 3. Are students allowed to participate in programs based on their needs, interests, and ability to benefit from the training?
> 4. Are job opportunities available in related occupations?
> 5. Do graduates possess the skills and knowledge necessary to perform in the occupation for which they trained?
>
> If it is found that the graduates do not have the necessary skills and knowledge, some additional questions are in order:
>
> 6. Is the content taught in the program appropriate?
> 7. Are the methods that are used to communicate the content to students effective?

8. Did the student have the necessary ability to enter the program in the first place? (Pucel, 1973, abstracted from pp. 12-13)

The point is that meaningful evaluation should be based upon the stated objectives of the local occupational education program. But, just look at the objectives of some local programs and you will see how vague and general such objectives tend to be. This makes honest and accurate evaluation a difficult task unless one is willing to say that the hidden objective is preparation for entry level employment in the student's area of specialization. Upon being asked to evaluate anything one must be aware of the philosophy and objectives of the program being evaluated. The issue centers on occupational teacher educators encouraging the local program operators at the formative stage rather than at the time of evaluation. The following is an example of a philosophy (mission) statement and the objectives (goals) of an area occupational center program that the writer was working with.

VOCATIONAL-TECHNICAL EDUCATION

MISSION

To design, initiate, and conduct quality vocational-technical educational programs for all persons who may desire and benefit from them.

GOALS

1. To make optimal use of Craft Advisory Committees and Community Resource Personnel.

2. To promote and distribute information explaining program opportunities and structure.

3. To promote and develop flexibility of program structure and to extend program offerings to all who want them.

4. To develop and coordinate programs of continuous placement and follow-up for all enrollees in occupational programs.

5. To educate youth for immediate and emerging employment opportunities.

6. To encourage youth and adults to seek post high school education and/or additional occupational training.

7. To provide a continuous program of evaluation of services.

Such statements are of such a general nature that the task of evaluating is difficult if not impossible. It is at this point that the Committee was having a difficult time in evaluating the quality of the existing occupational education program. Goals statements numbers 4, 5, and 7 seem to have the most meaningful relationship to the work of the Committee as they attempted to evaluate the program. There is no convenient yardstick to measure such statements and the intent of them. This was the existing problem.

It was, at this point, that the committee suggested that this writer take some time to develop a position paper dealing with the establishment of a philosophy statement and

more realistic and measurable objectives for the occupational education program.

OCCUPATIONAL AND VOCATIONAL EDUCATION

It appeared that the term occupational education was more suited to program identification than was vocational or vocational-technical education for New York State. The State Education Department in New York has established their offices and titles under the general rubric of occupational education as but one such indication of such a direction in the State. Position Paper #11, Occupational Education, (1971) issued by the Regents of the State of New York define it this way:

> We define occupational education as that part of the educational process which prepares people for occupations requiring less than the baccalaureate degree. However, occupational education in its broadest sense should be seen as an aspect of the total educational process.

The point is that if you consider a project or plan to develop a mission statement and objectives for your existing vocational/occupational/technical program, consider the direction which has been established in your state.

Historically, a review of definitions of vocational, vocational/technical, and occupational education will all state or imply a major purpose on preparation for entry level employment. However, it has been this writer's

observation that in the objectives of many local programs this is not too clearly stated. This, of and by itself, can at times, present a serious problem to program and product (graduate) evaluation. It seems, at times, to be like a hidden agenda. A few examples of definitions seem appropriate at this time. In Vocational Education--The Bridge Between Man and His Work (1968), the following statement can be found:

> Vocational education has been presented in broad terms with a target on man and his work, its primary responsibility is to help people enter the world of work, or to make progress in it, to their best advantage and that of society. But the total task of providing individuals with vocational self-sufficiency is not alone a task of vocational educators.

The American Vocational Association (1971) defined vocational education:

> . . . as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs . . . . p. 73)

It can be documented that from the Smith-Hughes Act of 1917 to the present time one of the most basic objectives of vocational/occupational education has been the preparation of people for entry level employment. As long as this is so, let us encourage local program operators to so state it in their philosophy and objectives at the formative stage rather than when called upon to be evaluated after a number of years of operation.

II

ESTABLISHING THE PHILOSOPHY STATEMENT AND OBJECTIVES

The purpose statement which follows could be considered a statement of philosophy for an area vocational school in New York State. It was presented For Discussion Purposes Only to the committee and the BOCES Board of Education. Discussion before adoption of such a statement should involve the staff and administration of the school as well as the members of the community and the Board of Education.

> The Occupational Education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

The statement above is, in itself, not important: the joint decision-making and planning that occurs on the local level is the important thing in arriving at a philosophy statement for the local program. The suggested philosophy would be used for discussion purposes only. After agreement on a philosophy statement, the group would move onto the subject of program objectives.

OBJECTIVES

The following seven (7) objectives were presented to both the QCE Committee and Board of Education For Discussion Purposes Only. Teacher and administrator input should be requested before objectives are established for such a program. These seven objectives center on product evaluation only. The semantic differential technique is used in the first three statements, and percentages only in the last four. The seven measures could be used on a program basis--automotive, cosmetology, electronics-- and over a period of years would provide a profile on the graduates' success. Before being put into an operational data collection format, the items would need to be re-stated and re-written. As now stated, they are presented in a format which could be presented to teachers, administrators, or board members for discussion purposes only. The percentages in parentheses could be changed to meet locally-established criteria decided upon by the Board of Education.

1. Upon completion of an occupational education program (65%) of the students will rate the experience satisfying on a scale of 1 to 7.

SATISFYING NOT-SATISFYING

(1) (2) (3) (4) (5) (6) (7)

2. Upon completion of an occupational education program (65%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM	___	___	___	___	___	___	___	WOULD NOT TAKE SAME PROGRAM
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

3. Upon completion of an occupational education program (60%) of the students, available for employment or advanced education, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION	___	___	___	___	___	___	___	DO NOT PLAN TO ENTER AREA OF SPECIALIZATION
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	

It is suggested that the data for items number 1, 2, and 3 be collected during the last week of school before graduation.

4. Seventy-five (75%) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

5. Within six (6) months after graduation (60%) of the graduates available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (35%) of the graduates available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (15%) of the graduates available for and having sought employment in their specialization will be employed full-time in a position they consider related to their area of specialization.

(In Items 6 and 7, graduates who go on to formal advanced education will also be included.)

Data on Items 4, 5, 6 and 7 would be gathered 6 months after graduation of each student. The same percentages or revised, locally-agreed-upon ones would be used.

RATIONALE FOR THE OBJECTIVES

The QCE Committee was concerned with establishing measurable objectives with input from the teaching staff and administrators of both Centers. It seemed to the writer that the suggested seven (7) objectives would be measurable and suitable to the philosophy statement which was also being suggested to the QCE Committee.

The seven (7) objectives will provide three basic measures of program product evaluation. These three measures are as follows: First, satisfaction with the program as measured just before the student completes the program. Second, percentage of graduates who pass examinations necessary to practice in certain licensed occupations. Third, employment status of graduates six (6) months after graduation based on the last three stated objectives (numbers 5, 6, 7).

The first three objectives (numbers 1, 2, 3) will be evaluated on the basis of data collected from the graduates before they graduate. These same three items will be restated and asked again as part of the six (6) month follow-up. It will be interesting to look for changes or shifts of attitude based upon the three objectives (numbers 1,

2, 3) six months after graduation.

IMPLEMENTATION PROCESS

The status of the project at this point was such that the committee and BOCES Board accepted the position paper and allowed the project to continue. The procedure that followed could be summarized in outline form as follows:

1. The position paper which was accepted by the QCE Committee and the BOCES Board was presented to the two building principals for their reaction. Both approved the paper and allowed the next step to occur.

2. The position paper containing the suggested philosophy statement and the seven objectives was presented to all the teachers and administrators for their reaction and consideration.

3. A workshop was held in each of the vocational centers (East and West)during which time the philosophy statement and seven objectives were discussed. The percentages were blanked out from the objectives so that they would not be an influencing factor on the teachers. (See Figure 1) It was not the intent to get teacher endorsement of the philosophy statement or objectives at this time but rather to use it as a discussion vehicle. The teachers were left with the charge to consider the position paper and suggested objectives and decide if they wanted to use same or come up with others that they could better relate to.

4. After a reasonable delay, it was apparent that the teachers supported the philosophy statement and the seven objectives. What remained was to establish percentages for each of the seven objectives. Each teacher was given a copy of the work sheet in Figure 1 and asked to fill in the percentages which he/she considered realistic for his specialization. (It should be noted that both Centers operate on an open admission program.)

FIGURE 1

(FOR DISCUSSION PURPOSES ONLY)

OBJECTIVES FOR AN OCCUPATIONAL EDUCATION PROGRAM

WORK SHEET

NAME_____ PROGRAM_____

In order to get the study dealing with a mission statement, philosophy and objectives for the occupational program underway it is necessary to get the reactions from teachers and administrators of the program to the following items. Such a goal setting strategy must involve those closest to the learner if the results are to be useful and in the long run effective. The final results of such a study should lead to the development of an evaluation model which will provide you with feedback information about your graduates for a five year period of time.

---

1. Upon completion of an occupational education program (___%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING NOT SATISFYING

(1) (2) (3) (4) (5) (6) (7)

2. Upon completion of an occupational education program (___%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM WOULD NOT TAKE SAME PROGRAM

(1) (2) (3) (4) (5) (6) (7)

3. Upon completion of an occupational education program (___%) of the students, available for employment, will indicate that they plan to enter the area of

specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION				DO NOT PLAN TO ENTER AREA OF SPECIALIZATION		
(1)	(2)	(3)	(4)	(5)	(6)	(7)

It is suggested that the data for items number 1, 2, 3 be collected during the last week of school before graduation.

---

4. _____(___%) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

---

5. Within six (6) months after graduation (___%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (___%) of the graduates, available for and having sought employment in their specialization, will be employed tull-time in their area of specialization.

7. Within six (6) months after graduation another (___%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

   (In Items 6 and 7, graduates who go on to formal advanced education will also be included).

5. The forms were returned to the consultant who tabulated the data by teacher, program, center and district. The percentages suggested by the consultant on the basis of the obtained data were either at the mean, or lower in some cases, for the seven objectives.

6. The QCE Committee and, in turn the BOCES Board approved the philosophy statement as well as the seven objectives.

The following philosophy statement and seven objectives were approved by the Board with input from the component districts and the involvement of the teachers and administrators.

Philosophy Statement:

The occupational education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

Objectives:

1. Upon completion of an occupational education program (65%) of the students will rate the experience satisfying.
2. Upon completion of an occupational education program (65%) of the students will indicate that they would tend to take the same program again if they had to make the choice over.
3. Upon completion of an occupational education program (60%) of the students available for employment or advanced education will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their area of specialization.
4. Seventy-five (75%) per cent of the graduates of any licensed occupation program will pass the appropriate examination (i.e., cosmetology, L.P.N., etc.).
5. Within six months after graduation (60%) of the graduates, available for and having sought employment, will be employed full-time.
6. Within six months after graduation (35%) of the graduates, available for and having sought employment in their specialization will be employed full-time.
7. Within six months after graduation another (15%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they considered related to their area of specialization.

After gaining Board of Education approval for the philosophy statement and objectives, it was necessary to develop the evaluation system to measure the stated objectives. The investigator contracted with the Survey Research Center (SRC) of the State University of New York at Buffalo (SUNYAB) for instrument design, data collection, computer services, and data analysis. The data was analyzed by means of the Statistical Package for the Social Sciences (SPSS) using the SRC and computer services of SUNYAB. Data interpretation and this report were the sole responsibility of the investigator.

III

FIRST EVALUATION--PHASE I

The first phase of the evaluation consisted of collecting data relating to the first three objectives.

It must be clearly stated that the data obtained to evaluate these objectives was collected the week before the close of school and before graduation. This was the intent of the original design and was planned this way for a definite reason, the reason being that the researcher wanted the data before the students graduated and were exposed to the actual world of work. The data base obtained at this point will rule out the effect of finding work or not finding work in the specialization which the student pursued in school. It was the intent to re-ask the same three items in the six month follow-up and look for shifts based upon success or lack of success in finding-employment in the specialization pursued while in school.

The data was collected on the instrument which was designed by the SRC of SUNYAB. It was collected by means of in-person visits to both Centers by the writer and his assistant. The format for the three items was as follows:

Example:

Vitamin C is:

very beneficial 1 2 3 4 5 6 7 not at all veneficial [3]

WRITING "3" IN THE BOX MEANS THAT VITAMIN C IS RATED AS BEING A LITTLE BENEFICIAL.

1. My experiences in the specialization which I pursued while in the occupational education program were:

very satisfying 1 2 3 4 5 6 7 not at all satisfying [ ]

2. If I could choose an area of specialization over again, I would:

take the same specialization 1 2 3 4 5 6 7 not take the same specialization [ ]

3. My occupational/educational plans for the future are to:

enter my area of specialization 1 2 3 4 5 6 7 not enter my area of specialization [ ]

The response pattern of 1-7 was interpreted as follows: 1-3 positive; 4 neutral; 5-7 negative. The absolute frequency count for the three objectives can be seen in Table 1.

TABLE 1

COMBINED TOTALS OF CENTERS EAST AND WEST
FOR OBJECTIVES 1, 2, 3

	Value	Objective #1[a]	Objective #2[b]	Objective #3[c]
	1.0	102	159	133
	2.0	115	60	46
	3.0	64	25	41
	4.0	28	40	60
	5.0	14	16	14
	6.0	8	6	11
	7.0		25	26
(no answer)	8.0	4	4	4
		335	335	335

[a]Experience in specialization

[b]Choose an area of specialization again

[c]Occupational education plans for future

A total of 335 instruments were processed. 163 from Center East and 172 from Center West.

Center	Graduates	Instruments	%
East (01)	183	163	89%
West (02)	185	172	93%
	368	335	81%

The data collected represents 91% of the students who completed vocational programs in June 1974. It would have been nice to have this data from all June 1974 graduates. This can be accomplished by collecting the data during the first week of June and avoiding the last week of classes when many activities and exams are taking place in the component districts.

The data presented in Tables 2, 3, 4, and 5 show combined and separate totals for each of the three objectives.

TABLE 2

COMBINED AND SEPARATE TOTALS AND ADJUSTED FREQUENCY (PER CENT) FOR OBJECTIVE #1, EXPERIENCE IN SEPCIALIZATION

	Value	Absolute Frequency	Adjusted Frequency (%)
1. Combined Totals:			
Positive	1.00	281	84.9 - Result
Neutral	2.00	28	8.5
Negative	3.00	22	6.6
No Answer	8.00	4	Missing
Total		335	100.0%
2. Center East (01):			
Positive	1.00	140	88.1
Neutral	2.00	11	6.9
Negative	3.00	8	5.0
No Answer	8.00	4	Missing
Total		162	100.0%
3. Center West (02):			
Positive	1.00	141	82.9
Neutral	2.00	17	9.9
Negative	3.00	14	8.1
No Answer	8.00	0	Missing
Total		172	100.0%

TABLE 3

COMBINED AND SEPARATE TOTALS AND ADJUSTED FREQUENCY (PER CENT) FOR OBJECTIVE #2, CHOOSE AN AREA OF SEPCIALIZATION AGAIN

	Value	Absolute Frequency	Adjusted Frequency (%)
1. Combined Totals:			
Positive	1.00	244	73.7 - Result
Neutral	2.00	40	12.1
Negative	3.00	47	14.2
No Answer	8.00	4	Missing
Total		335	100.0%
2. Center East (01):			
Positive	1.00	121	76.1
Neutral	2.00	18	11.3
Negative	3.00	20	12.6
No Answer	8.00	4	Missing
Total		163	100.0%
3. Center West (02):			
Positive	1.00	123	71.5
Neutral	2.00	22	12.8
Negative	3.00	27	15.7
No Answer	8.00	0	Missing
Total		172	100.0%

TABLE 4

COMBINED AND SEPARATE TOTALS AND ADJUSTED FREQUENCY (PER CENT) FOR OBJECTIVE #3, OCCUPATIONAL EDUCATION PLAN FOR FUTURE

	Value	Absolute Frequency	Adjusted Frequency (%)
1. Combined Totals:			
Positive	1.00	220	66.5 - Result
Neutral	2.00	60	18.1
Negative	3.00	51	15.4
No Answer	8.00	4	Missing
Total		335	100.0
2. Center East (01):			
Positive	1.00	113	71.1
Neutral	2.00	24	15.1
Negative	3.00	22	13.8
No Answer	8.00	4	Missing
Total		163	100.0%
3. Center West (02):			
Positive	1.00	107	62.2
Neutral	2.00	36	20.9
Negative	3.00	29	16.9
No Answer	8.00	0	Missing
Total		172	100.0%

TABLE 5

COMBINED AND SEPARATE ADJUSTED FREQUENCY (PER CENT)
FOR EACH OBJECTIVE #1, #2, #3

	Obj. #1	Obj. #2	Obj. #3	
1. Combined Totals of Both Centers:				
Positive	84.9	73.7	66.5	- Results
Neutral	8.5	12.1	18.1	
Negative	6.6	14.2	15.4	
2. Center East (01):				
Positive	88.1	76.1	71.1	
Neutral	6.9	11.3	15.1	
Negative	5.0	12.6	13.8	
3. Center West (02):				
Positive	82.0	71.5	62.2	
Neutral	9.9	12.8	20.9	
Negative	8.1	15.7	16.9	

An analysis of the data collected in June 1974 shows that the percentages established by the Board for objectives #1, #2, and #3 have been met and exceeded.

The results are as follows:

Objectives

#1 84.9% of the students who completed an occupational education program in June 1974 rated the experience satisfying.

#2 73.7% of the students who completed an occupational education program in June 1974 indicated that they would take the same program over again if they had to make their choice over.

#3 66.5% of the same students available for employment indicated that they plan to enter the area of specialization that they are prepared for or go on to advanced training/ education in their area of specialization.

The data base obtained, also, can provide information related to the three objectives on a program-by-program basis, or a teacher-by-teacher basis. This information, although available, is not reported in this publication since the three Board-approved objectives were considered district-wide and not for a building, program, or teacher evaluation system.

IV

SECOND OR FOLLOW-UP EVALUATION - PHASE II

Data for the second phase was collected by means of an instrument designed by the SRC and mailed to the same 1974 graduates. The SRC, under contract with the author, was responsible for the data collection phase. Three mailings were conducted to collect the data from the graduates. The data collection took place between March and May of 1975. Table 6 presents the results of the data collection procedure.

It would be reasonable to state that the data obtained for the second phase of the study was based upon 67.72% of the graduates of June 1974 who were located and contacted by means of a mailed instrument.

The next several pages and tables (Tables 7-13) relate directly to the Board-approved objectives for vocational education. The Board-approved objective is restated on each Table and data obtained is presented. The Board-approved objectives were district-wide and the combined totals are what count.

TABLE 6

CENTER	1974 GRADUATES	COMPLETED INSTRUMENT	PERCENTAGE
EAST (01)	183	106	57.92%
WEST (02)	185	108	58.37%
Total	368	214	58.15

Comments:

1. The data obtained was from 58.15% of the June 1974 graduates. Two hundred fourteen (214) completed instruments from 368 graduates were returned.

2. The total number for the second phase was really based upon the 335 figure of instruments collected during the first phase of the study. However, the Survey Research Center (SRC) could not locate 19 so that the actual number of questionnaires mailed was 316.

3. Therefore, a total of 214 completed questionnaires was received from a mailing of 316 for an actual percentage of returns of 67.72%.

TABLE 7

OBJECTIVE #1: "Upon completion of an occupational education program, 65% of the students will rate the experience satisfying."

	Number	Percentage
Center East (01)	140	88.1%
Center West (02)	141	82.0%
Combined Totals	281	84.9% - Result

RESULTS: 84.9% of the students who completed an occupational education program in June 1974 rated the experience satisfying.

The same question was asked of the same subjects eight months after graduation with the following results.

	Number	Percentage
Center East (01)	84	79.2%
Center West (02)	77	71.3%
Combined Totals	161	75.2%

TABLE 8

OBJECTIVE #2: "Upon completion of an occupational education program, 65% of the students will indicate that they would tend to take the same program again if they had to make the choice over."

	Number	Percentage
Center East (01)	121	76.1%
Center West (02)	123	71.5%
Combined Totals	244	73.7% - Result

RESULTS: 73.7% of the students who completed an occupational education program in June 1974 indicated that they would take the same program over again if they had to make their choice over.

The same question was asked of the same subjects eight months after graduation with the following results.

	Number	Percentage
Center Eest (01)	82	78.1%
Center West (02)	69	63.9%
Combined Totals	151	70.9%

TABLE 9

OBJECTIVE #3: "Upon completion of an occupational education program, 60% of the students available for employment or advanced education will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their specialization."

	Number	Percentage
Center East (01)	113	71.1%
Center West (02)	107	62.2%
Combined Totals	220	66.5% - Result

RESULTS: 66.5% of the students indicated that they planned to enter the area of their specialiation.

The same basic question was asked of the same subjects eight months after graduation with the following results.

	Number	Percentage
Center East (01)	73	68.9%
Center West (02)	60	56.1%
Combined Totals	133	62.4%

TABLE 10

OBJECTIVE #4: "Seventy five (75%) per cent of the graduates of any licensed occupation program will pass the appropriate examination." (This is based upon those students who, in fact, apply for and take the exam).

	Number	Percentage
Center East (01)	16	94.1%
Center West (02)	12	92.3%
Combined Totals	28	93.3% - Result

RESULTS: 93.3% of the students who took the appropriate license examination successfully passed it and held the license within eight months after graduation.

A total of 30 indicated that they took an exam with 28 indicating that they passed it and had license.

TABLE 11

OBJECTIVE #5: "Within six (6) months after graduation, 60% of the graduates available for and having sought employment will be employed full-time."

	Number	Available and Had Sought Employment	Employed	Percentage
Center East (01)	105	70	39	55.7%
Center West (02)	106	70	39	55.7%
Combined Totals	211	140	78	55.7% - Result

RESULTS: 55.7% of the June 1974 graduates available for and having sought employment were employed full-time eight months after graduation.

TABLE 12

OBJECTIVE #6: "Within six (6) months after graduation, 35% of the graduates available for and having sought employment in their specialization will be employed full-time in their specialization.

	Number	Available and had Sought Employment	Employed	Percentage	
Center East (01)	105	65	27	40.8%	
Center West (02)	106	67	21	31.3%	
Combined Totals	211	133	48	36.1%	Result

RESULT: 36.1% of the June graduates available for and having sought employment were employed full-time in their area of specialization eight months after graduation.

TABLE 13

OBJECTIVE # 7: "Within six (6) months after graduation, another 15% of the graduates available for and having sought employment in their specialization will be employed full-time in a position they considered related to their area of specialization."

	Number	Available and had Sought Employment	Employed	Percentage	
Center East (01)	105	66	6	9.0%	
Center West (02)	106	67	6	9.0%	
Combined Totals	211	133	12	9.0%	Result

RESULTS: 9% of the June graduates available for and having sought employment were employed full-time in an area they considered related to their area of specialization eight months after graduation.

Table 14 shows, at a glance, the objective number, the stated Board-approved level of performance expected, and achieved level of performance.

It is appropriate to say that the stated criterion level of performance was met and surpassed on five objectives, those being #1, #2, #3, #4, and #6. The criterion level of performance was not achieved on objectives #5 and #7. The performance on a number of the objectives was truly outstanding, such as #1 and #4, while the shortfall on objectives #5 and #7 was not that shocking.

With a local unemployment rate of about 14% at the time, the near miss on objective #5 should not cause an undue amount of concern. If this were to continue year after year, it would be necessary to investigate more fully.

Not achieving this specified level of performance on objective #7 could be due to the local employment market, or it may mean that jobs in related areas were not available, or that graduates were not interested in related areas of work.

TABLE 14

OVERALL RESULTS STATED VS. ACHIEVED PERFORMANCE

Objective Number		Stated Level Of Performance	Achieved Level Of Performance	
1	"Satisfaction"	65%	84.9%	
2	"Choice Over"	65%	73.7%	
3	"Plan to Enter?	60%	66.5%	
4	"License"	75%	93.3%	
5	"Full-Time Employment"	60%	55.7%	Missed Goals
6	"Employed in Specialization"	35%	36.1%	
7	"Employed in Related Area"	15%	9.0%	

V

CONCLUSIONS

The process is more important than the final results obtained in the case described in this publication. However, the reader should be advised that the data obtained indicates that five of the seven stated objectives were met. The achieved level of performance on two objectives was less than the established level. The QCE committee was advised not to make any changes in policy at the present time but rather to collect the same information for three years and look at the data on a yearly basis to see if any program changes were needed. It could also be that the strategy levels were set too high and should be adjusted to meet the changing economic conditions of the area.

The reader should not be concerned with the results obtained from this one illustration but rather the process used to establish a statement of philosophy and objectives as well as the evaluation component. If the procedures and system used make sense to the reader the application of the process for the self improvement of the evaluation system would seem a reasonable reaction from those exposed to the

system of self-evaluation.

The process described centers on "product" evaluation. The student in the case of education is like the product within the public sector. Educators must remember that educational services depend upon the demand of consumers who are the students that require what we have to offer. "Process" evaluation may logically follow from "product" evaluation. If the success pattern of vocational graduates does not meet the pre-established levels of performance one must then ask why this is the case. Repeated failures to meet performance levels expected will lead to process evaluation. This can mean expert evaluation of the learning conditions and data collected from the employers of former graduates. Product evaluation is but one approach and should be supported by means of a process of education approach.

VI

RECOMMENDATIONS

The reader after review of the proceeding case study must arrive at some value judgement concerning the process and methods of evaluation used. One may be very critical about the process but at the same time the reader must ask himself if the program he is most closely associated with has a statement of philosophy and objectives that would prove measurable if the community asked for some measure of accountability. The serious reader should give consideration to the importance of the philosophy statement and objectives that guide or should guide the instructional program. Most vocational educators take for granted the fact that vocational education should prepare its graduates for employment. But, perhaps in this day and age there are other purposes for vocational education and not all graduates will want to or will be able to enter the area of specialization that they trained for. These factors must be taken into consideration by those responsible for the vocational programs. The self-inspection and inter-action of the staff and administration in the clarification of philosophy and objectives is many times well worth the effort, The case described in this

publication has described a system that worked for a vocational program and has created a good deal of attention by other vocational educators. It is but one system and seems to offer the advantage of the evaluation system being based upon the program objectives which were established by the staff members and administration of the schools involved. It appears at this time that the effort and cost has been worthwhile.

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RESOURCE MATERIAL

ITEM

1. Position Paper
2. Philosophy Statement Presented to the Staff
3. Report: Status of Vocational Education Evaluation Project
4. Form A: Data Collection Form (used before program completion)
5. Example Data Base: Obtained From Form A--by Program Area
6. Form B.: Data Collection Form (used for six month Follow-up)
7. Transparencies Masters--LOPE (For use in large groups)

1. POSITION PAPER PRESENTED TO BOCES STEERING COMMITTEE

I. This report is the result of a request made by the Steering Committee on "Quality, Cost, Evaluation" dealing with the BOCES Occupational Education Program. The concern of the committee has been to evaluate as fairly as possible the Vocational-Technical Education program in the BOCES. In recent meetings it has become evident that evaluation criteria must be based upon the stated purposes and objectives of the program being evaluated. It is at this point that the confict in the evaluation process seems to exist. The committee requested Albert J. Pautler, Jr. to prepare a mission statement along with some measurable objective statements to serve as a vehicle for discussion purposes and the clarification of such objectives and mission of the occupational education program. Such a procedure as it develops should involve input from those staff members "on-the-firing-line", namely the teachers and administrators of the occupational education program. The Board would and should be the final agent to act upon the mission and objectives for such a program. Such output objective statements should be measurable so that the criteria for effective evaluation can be met. It is difficult, if not impossible to evaluate the existing mission and goals statements that now exist and be objective in reaching a fair and honest evaluation of the Occupational Education program.

II. A workshop was held on November 1 & 2, 1971 to define the mission of BOCES. A mission statement and seven (7) goal statements were included which concerned the Vocational-Technical Education Program. However, it has not been clear to this writer as to the present status of the statement. It seems that the mission and goals statements have never been approved by the Board.

In any event the mission and goals statements are included as follows:

VOCATIONAL-TECHNICAL EDUCATION

MISSION:

- To design; initiate and conduct quality vocational-technical educational programs for all persons who may desire and benefit from them.

GOALS:

1. To make optimal use of Craft Advisory Committees and Community Resource Personnel.

2. To promote and distribute information explaining program opportunities and structure.

3. To promote and develop flexibility of program structure and to extend program offerings to all who want them.

4. To develop and coordinate programs of continuous placement and follow up for all enrollees in occupational programs.

5. To educate youth for immediate and emerging employment opportunities.

6. To encourage youth and adults to seek post high school education and/or additional occupational training.

7. To provide a continuous program of evaluation of services.

III. Vocational vs. Occupational Education:

It appears to this writer that the term Occupational Education is more suited to program identification than is vocational-technical education. The State Education Department has established their offices under the title of Occupational Education as but one indication of such a direction in our State.

Position Paper #11, Occupational Education (1971) by the Regents of the University of the State of New York define it this way; "we define occupational education as that part of the educational process which prepares people for occupations requiring less than the baccalaureate degree. However, occupational education in its broadest sense should be seen as an aspect of the total educational process."

The major point here is that if you consider a project to develop a mission statement and goals for your existing vocational-technical program you may want to consider it as an Occupational Education program. Occupational Education is generally considered broader in scope than vocational-technical education.

IV. Purposes of Vocational/Occupational Education:

Most writers, Federal Legislation and State regulations seem to agree that vocational or occupational education is aimed toward entry level employment skills. This has been historically the case since the Smith-Hughes Act of 1917. A few examples seem necessary at this time.

a.) Advisory Council on Vocational Education, Vocational Education - The Bridge Between Man and His Work (1968)
"Vocational education has been presented in broad terms with a target on man and his work; its primary responsibility is to help people enter the world of work, or to make programs in it, to their best advantage and that of society. But the total task of providing individuals with vocational self-sufficiency is not alone a task of vocational educators."

b.) The American Vocational Association (AVA) defines it as:

" . . . as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs . . . ."

What follows is based upon the basic intent that vocational and/or occupational education is employment orientated. Entry level employment skills seem to be a basic consideration for any such program.

FOR DISCUSSION PURPOSES

V. What follows is my attempt to write some objective for your program which may be more than what now exists. They are for your discussion purposes only at this time. Any added discussion before implementation should involve the vocational-occupational staff and administration. The objectives center on the product of your program, the graduate, and are for the day school program only.

PURPOSE

The Occupational Education program provides education and training in specific occupational

areas. closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

OBJECTIVES:

(Criteria to be evaluted on a program by program basis, i.e.; automotive, cosmetology.)

a. Upon completion of an occupational education program 65% of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING NOT-SATISFYING

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

b. Upon completion of an occupational education program 65% of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM WOULD NOT TAKE SAME PROGRAM

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

c. Upon completion of an occupational education program 65% of the students, available for employment or advanced education, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION DO NOT PLAN TO ENTER AREA OF SPECIALIZATION

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

(a, b, and c to be evaluated one week before or after graduation)

d. Seventy-five (75%) percent of the graduates of any licensed occupation program still pass the appropriate examination. (i.e., cosmetology, L.P.N. etc.)

e. Within six (6) months after graduation 65% of the graduates available for and having sought employment, will be employed full-time.

f. Within six (6) months after graduation 35% of the graduates available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

g. Within six (6) months after graduation another 15% of the graduates, available for and having sought employment in their specialization will be employed full-time in a position they consider related to their area of specialization.

(In items f. & g., graduates who go on to formal advanced education will also be included.)

Data on items e, f, and g to be gathered 6 months, 1½, 2½, 3½, 4½, and 5½ years after graduation. Same percentages or revised percentages could be used.

Objectives a. to g. are measurable. A simple research design could be put together and made useable for the local director of occupational education to use. The seven (7) objectives are basic and get at the basic issue of product evaluation. Additional refinement and agreement on the stated percentages would also have to take place.

VI. PROCEDURE:

Pending joint endorsement by both the Steering Committee on Quality, Cost, Evaluation and the BOCES Board a formal plan for formalizing the objectives should be developed. It might include the following:

STEPS

#1) This paper be presented to the Director of Vocational Education with a request that he react to it in written form to the Board.

#2) This paper be presented to all the occupational teachers for their reaction and consideration.

#3) A workshop or meeting be held with the vocational administrators and teachers to allow them to have input into the procedure to establish some measurable objectives for the program.

#4) To charge the local director with the responsibility to develop measurable objectives for the vocational program in consultation with his staff.

#5) The resu nt objectives be presented to the Steering mmittee on Quality, Cost, Evaluation, for their eaction.

#6) The final list of objectives be presented to the BOCES #2 Board for action.

#7) Evaluation to follow based on objectives.

VII. CONCLUSIOONS:

a.) Please remember as it now stands you have an "open admissions" procedure to your vocational-technical programs.

b.) The procedure described in item VI would involve the staff in the establishment of goals which they will have to attempt to measure up to.

c.) The evaluation model would be one that could and should be used yearly and would give a follow-up of your graduates yearly for five (5) years after graduation.

d.) The evaluation process could be handled by BOCES staff with a limited amount of effort and expense.

2. Philosophy Statement Presented to the Staff

Dear Staff Member:

As a result of meetings with the staffs of both Center East and Center West, I have attempted to formulate four philosophy statements. These are based on your reactions at both meetings and my understanding of what you were saying. I understand that the staff of Center East could live with the origianl statement presented in the paper we discussed at our meeting, but I did note that it could be improved. That is what I have attempted to do with the revised statements.

What I suggest is that you rank order the five statements. Please rank order on this sheet and return it to your building principal within the next three days. You need not identify yourself. If, as a staff, you feel you could not live with any of the statements, I suggest you prepare one as a group, sign it, and return it directly to me.

RANK ORDER

(1 will rank first; 5 will be last)

_____ Statement A from attached

_____ Statement B from attached

_____ Statement C from attached

_____ Statement D from attached

_____ Statement E from attached

Thank you for your assistance. I will inform you of the results.

Sincerely,

Albert J. Pautler, Jr.

FOR DISCUSSION ONLY

PHILOSOPHY STATEMENTS

A. 1. The Occupational Education program provides education and training in specific occupational areas. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of an occupational program should prepare an individual for employment or for more advanced education and training.

B. 2. The Occupational Education program provides education and training in a variety of occupational areas. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of an occupational education program should prepare an individual for entry level employment or for more advanced education and/or training.

C. 3. Occupational Education is that part of education which makes an individual more employable in one group of occupation than in another. It may be differentiated from general education, which is of almost equal value regardless of the occupation which is to be followed. Completion of an occupational education program should prepare an individual for entry level employment or for more advanced education and/or training.

D. 4. The Occupational Education program provides education and training in a variety of occupational areas. It is that part of education which makes an individual more employable in one group of occupations than in another. Completion of an occupational education program should prepare an individual for entry level employment or for more advanced education and/or training.

E. 5. The Occupational Education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

3. Report: Status of Vocational Education Evaluation Project

My recommendations to the Committee are based upon meetings with the occupational teachers and administrators of Center East and Center West of BOCES #2. Supportive documentation is enclosed with this request.

Recommendation #1. That the Centers be called Occupational Center East and Occupational Center West.

Recommendation #2: That the philosophy/mission statement be approved as follows:[1]

> The Occupational Education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

Recommendation #3: That the objectives for the day school occupational education program be stated as follows:

1) Within six (6) months after graduation sixty (60) per cent of the graduates, available for and having sought employment, will be employed full-time.

2) Within six (6) months after graduation thirty-five (35) per cent of the graduates, available for and having sought employment in their specialization, will be employed full time in their area of specialization.

3) Within six (6) months after graduation another fifteen (15) per cent of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

---

[1] Based on an open admissions program.

4) Seventy-five (75) percent of the graduates of any licensed occupation program will pass the appropriate examination.

Note: Data for items #5, #6, #7, to be collected during the last week of school before graduation.

5) Upon completion of an occupational education program sixty-five (65) per cent of the students will rate the experience satisfying.

6) Upon completion of an occupational education program sixty-five (65) per cent of the students will indicate that they would tend to take the same program again if they had to make the choice over.

7) Upon completion of an occupational education program sixty (60) per cent of the students, available for employment, will indicate that they plan to enter the area of specialization that they prepared for or go on to advanced training/education in their area of specialization.

PROCEDURE:

1) The QCE Committee needs to take formal action on the three recommendations and/or modify them as needed.

2) Next step? BOCES endorsement and approval or component districts approval. Which proceudre should be followed? Who should do it?

3) If model is to be developed for June graduates approval would be needed by June 1 in order to gather necessary June data from the students.

CONSULTANT RECOMMENDATIONS

(FOR DISCUSSION PURPOSES ONLY)

OBJECTIVES FOR AN OCCUPATIONAL EDUCATION PROGRAM

WORK SHEET

NAME_____ PROGRAM_____

In order to get the study dealing with a mission statement, philosophy and objectives for the occupational program underway it is necessary to get the reactions from teachers and administrators of the program to the following items. Such a goal setting strategy must involve those closest to the learner if the results are to be useful and in the long run effective. The final results of such a study should lead to the development of an evaluation model which will provide you with feedback information about your graduates for a five year period of time.

---

1. Upon completion of an occupational education program (65%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING NOT SATISFYING

(1) (2) (3) (4) (5) (6) (7)

2. Upon completion of an occupational education program (65%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM WOULD NOT TAKE SAME PROGRAM

(1) (2) (3) (4) (5) (6) (7)

3. Upon completion of an occupational education program (60%) of the sutdents available for employment, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/

education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION				DO NOT PLAN TO ENTER AREA OF SPECIALIZATION		
(1)	(2)	(3)	(4)	(5)	(6)	(7)

It is suggested that the data for items number 1, 2, 3 be collected during the last week of school before graduation.

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4. Seventy-five (75) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

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5. Within six (6) months after graduation (60%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (35%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (15%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

(In items 6 and 7, graduates who go on to formal advanced education will also be included).

AVERAGE CENTERS EAST AND WEST

FOR DISCUSSION PURPOSES ONLY)

OBJECTIVES FOR AN OCCUPATIONAL EDUCATION PROGRAM

WORK SHEET

(Figures are averages)

NAME_____ PROGRAM_____

In order to get the study dealing with a mission statement, philosophy and objectives for the occupational program underway is necessary to get the reactions from teachers and administrators of the program to the following items. Such a goal setting strategy must involve those closest to the learner if the results are to be useful and in the long run effective. The final results of such a study should lead to the development of an evaluation model which will provide you with feedback information about your graduates for a five year period of time.

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1. Upon completion of an occupational education program (71%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING NOT SATISFYING

(1) (2) (3) (4) (5) (6) (7)

2. Upon completion of an occupational education program (73%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM — WOULD NOT TAKE SAME PROGRAM

(1) (2) (3) (4) (5) (6) (6)

3. Upon completion of an occupational education program (63%) of the students, available for employment, will indicate that they plan to enter the area of

specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION				DO NOT PLAN TO ENTER AREA OF SPECIALIZATION		
(1)	(2)	(3)	(4)	(5)	(6)	(7)

It is suggested that the data for items number 1, 2, 3 be collected during the last week of school before graduation.

---

4. Seventy-five (75) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

---

5. Within six (6) months after graduation (63%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (40%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (15%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

(In items 6 and 7, graduates who go on to formal advanced education will also be included).

CENTER EAST RESULTS

MISSION STATEMENT AND OBJECTIVE FOR AN OCCUPATIONAL EDUCATION PROGRAM STUDY

WORK SHEET

(Figures are averages)

NAME_____ PROGRAM_____

In order to get the study dealing with a mission statement, philosophy and objectives for the occupational program underway is is necessary to get the reactions from teachers and administrators of the program to the following items. Such a goal setting strategy must involve those closest to the learner if the results are to be useful and in the long run effective. The final results of such a study should lead to the development of an evaluation model which will provide you with feedback information about your graduates for a five year period of time.

---

1. Upon completion of an occupational education program (84%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING NOT SATISFYING

(1) (2) (3) (4) (5) (6) (7)

2. Upon completion of an occupational education program (86%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM — WOULD NOT TAKE SAME PROGRAM

(1) (2) (3) (4) (5) (6) (7)

3. Upon completion of an occupational education program (70%) of the students, available for employment, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced

training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION				DO NOT PLAN TO ENTER AREA OF SPECIALIZATION		
(1)	(2)	(3)	(4)	(5)	(6)	(7)

It is suggested that the data for items number 1, 2, 3 be collected during the last week of school before graduation.

---

4. Seventy-five (75) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

---

5. Within six (6) months after graduation (76%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (55%) of the graduates, available for and having sought employment in their specialization will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (19%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

   (In Items 6 and 7 graduates who go on to formal advanced education will also be included).

CENTER WEST RESULTS

(FOR DISCUSSION PURPOSES ONLY)

OBJECTIVES FOR AN OCCUPATIONAL EDUCATION

WORK SHEET

(Figures are averages)

NAME_____ PROGRAM_____

In order to get the study dealing with a mission statement, philosophy and objectives for the occupational program underway it is necessary to get the reactions from teachers and administrators of the program to the following items. Such a goal setting strategy must involve those closest to the learner if the results are to be useful and in the long run effective. The final results of such a study should lead to the development of an evaluation model which will provide you with feedback information about your graduates for a five year period of time.

---

1. Upon completion of an occupational education program (59%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING NOT SATISFYING

(1) (2) (3) (4) (5) (6) (7)

2. Upon completion of an occupational education program (60%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM — WOULD NOT TAKE SAME PROGRAM

(1) (2) (3) (4) (5) (6) (7)

3. Upon completion of an occupational education program (56%) of the students, available for employment, will indicate that they plan to enter the area of

specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION				DO NOT PLAN TO ENTER AREA OF SPECIALIZATION		
(1)	(2)	(3)	(4)	(5)	(6)	(7)

It is suggested that the data for items number 1, 2, 3 be collected during the last week of school before graduation.

---

4. _____(NA%) per cent of the graduates of any license occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

---

5. Within six (6) months after graduation (50%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (25%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (10%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

   (In items 6 and 7, graduates who go on to formal advanced education will also be included.)

COMBINED TOTALS OF CENTERS EAST AND CENTER WEST

Dear Staff Member:

As a result of meetings with the staffs of both Center East and Center West, I have attempted to formulate four philosophy statements. These are based on your reactions at both meetings and my understanding of what you were saying. I understand that the staff of Center East could live with the original statement presented in the paper we discussed at our meeting, but I did note that it could be improved. That is what I have attempted to do with the revised statements.

What I suggest is that you rank order the five statements. Please rank order on this sheet and return it to your building principal within the next three days. You need not identify yourself. If, as a staff, you feel you could not live with any of the statements, I suggest you prepare one as a group, sign it, and return it directly to me.

RANK ORDER

(1 will rank first, 5 will be last)

__2__ Statement A from attached

_____ Statement B from attached

__2__ Statement C from attached

_____ Statement D from attached

__18__ Statement E from attached

Thank you for your assistance. I will inform you of the results.

Sincerely,

Albert J. Pautler, Jr.

FOR DISCUSSION ONLY

PHILOSOPHY STATEMENTS

A. The Occupational Education program provides education and training in specific occupational areas. The primary purpose of the program is designed to make an individual more employable in one group of occupation than in another. Completion of an occupational program should prepare an individual for employment or for more advanced education and training.

B. The Occupational Education program provides education and training in a variety of occupational areas. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of an occupational education program should prepare an individual for entry level employment or for more advanced education and/or training.

C. Occupational Education is that part of education which makes an individual more employable in one group of occupations than in another. It may be differentiated from general education, which is of almost equal value regardless of the occupation which is to be followed. Completion of an occupational education program should prepare an individual for entry level employment or for more advanced education and/or training.

D. The Occupational Education program provides education and training in a variety of occupational areas. It is that part of education which makes an individual more employable in one group of occupations than in another. Completion of an occupational education program should prepare an individual for entry level employment or for more advanced education and/or training.

E. The Occupational Education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs.

4. Form A: Data Collection Form (used before program completion)

Survey Research Center
SUNY/B
4230 Ridge Lea Road
Buffalo, New York 14226

OFFICE USE ONLY

Project # 0209 01-04

Graduation Date 74 05-06

Voc./Occ.Center 2 07

Occupational specialization 08-09

R# 10-12

Card # 01 13-14

Teacher 15-17

The Survey Research Center of the State University of New York at Buffalo, with the Board of Cooperative Educational Services, is collecting information about the occupational interests and plans of graduates of the Vocational/Occupational Centers. Please answer all questions and items on the questionnaire. All your answers will be strictly confidential and will be used for statistical purposes only.

GENERAL INSTRUCTIONS:

FOR THOSE QUESTIONS WHICH ARE FOLLOWED BY A LIST OF ANSWERS, PLEASE CHOOSE ONE OF THE LISTED ANSWERS AND WRITE THE NUMBER WHICH APPEARS DIRECTLY IN FRONT OF IT IN THE BOX TO THE RIGHT OF THE QUESTION. FOR QUESTIONS WHICH ASK FOR A WRITTEN ANSWER, PLEASE WRITE YOUR ANSWER IN THE SPACE PROVIDED.

1. Do you have a social security number?

1 yes (CONTINUE WITH QUESTION 2.)
2 no (SKIP TO QUESTION 3.) [ ] 18

2. What is your social security number?

(WRITE YOUR SOCIAL SECURITY NUMBER IN THE BOXES.)

[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ] 19-27

FOR THE FOLLOWING ITEMS (3a-3c) PLEASE DESCRIBE WHAT YOU THINK BY MAKING A RATING ON THE SEVEN POINT SCALE.

EXAMPLE:

Vitamin C is:

very beneficial	1	2	3	4	5	6	7	*not at all beneficial*

[3]

WRITING "3" IN THE BOX MEANS THAT VITAMIN C IS RATED AS BEING A LITTLE BENEFICIAL.

3. a. My experiences in the specialization which I pursued while in the occupational education program were:

very satisfying	1	2	3	4	5	6	7	not at all satisfying

[ ] 28

b. If I could choose an area of specialization over again, I would:

take the same specialization	1	2	3	4	5	6	7	not take the same specialization

[ ] 29

c. My occupational/educational plans for the future are to:

enter my area of specialization	1	2	3	4	5	6	7	not enter my area of specialization

[ ] 30

4. Are you the head of the household in which you live?

1 yes (SKIP TO QUESTION 6.)
2 no (CONTINUE WITH QUESTION 5.)

[ ] 31

5. What is the relationship to you of the person who is the head of your household?

(WRITE THE RELATIONSHIP TO YOU ON THE LINE.)

_____

OFFICE USE ONLY

SEE CODE 1

[ ][ ] 32-33

6. Is the person who is head of your household:

1 employed (CONTINUE WITH QUESTION 7.)
2 unemployed (SKIP TO QUESTION 8.)
3 retired (CONTINUE WITH QUESTION 7.)

☐ 34

7. What is (or was, if retired) the usual occupation of the person who is the head of your household?

(WRITE OCCUPATION ON THE LINE)

_____

OFFICE USE ONLY

SEE CODE 2

☐ 35

8. How far has the person who is the head of your household gone in school?

1 less than seventh grade
2 junior high school (finished seventh, eighth or ninth grade, but did not enter high school)
3 some high school (finished tenth or eleventh grade but did not graduate high school)
4 high school graduate
5 education beyond high school, but short of a 4 year college degree (for example - 2 years of college, community college, business school, etc.)
6 4 year college or university graduate
7 graduate and/or professional education beyond 4 year college

☐ 36

THANK YOU VERY MUCH FOR YOUR HELP.

5. EXAMPLE DATA BASE: OBTAINED FROM FORM A--BY PROGRAM AREA

CENTER EAST (01)

DATA BY SPECIALIZATION

	(1)[xx]	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(13)	
VARIABLE C28:													
Positive	87.5%	70.6%	88.9%	96.3%	88.5%	75.0%	90.0%	90.0%	100%	100%	87.5%	80.0%	
Neutral	12.5%	5.9%	11.1%	3.7%	7.7%	25.0%	--	10.0	--	--	12.5%	--	
Negative	--	23.5	--	--	3.8	--	10.0	--	--	--	--	20.0	
N of	16	17	9	27	26	8	10	10	11	7	8	10	(159)
VARIABLE C29:													
Positive	87.5%	76.5%	77.8%	77.8%	80.8%	87.5%	40.0%	60.0%	81.8%	85.7%	75.0%	70.0%	
Neutral	6.3	11.8	11.1	14.8	3.8	--	10.0	30.0	18.2	14.3	12.5	10.0	
Negative	6.3	11.8	11.1	7.4	15.4	12.5	50.0	10.0	--	--	12.5	20.0	
N of	15	17	9	27	26	8	10	10	11	7	8	10	(159)
VARIABLE C30:													
Positive	68.8%	70.5%	55.6%	77.8%	76.9%	50.0%	40.0%	70.0%	72.7%	100%	75.0%	80.0%	
Neutral	18.8	23.5	--	11.1	15.4	50.0	--	10.0	18.2	--	25.0	10.0	
Negative	12.5	5.9	44.4	11.1	7.7	--	60.0	20.0	9.1	--	--	10.0	
N of	16	17	9	27	26	8	10	10	11	7	8	10	(159)

[xx] CODE:

1	Ag. Mech.	5	Cosmtlgy	9	Health
2	Anim. Care	6	Bus. Mach.	10	Orn. Hrt.
3	Auto Body	7	D. E.	11	Mach. Shop & Plast. Tech.
4	Auto Chass.Eng.	8	Food Serv.	13	Trade Elec.

CENTER WEST (02)

DATA BY SPECIALIZATION

	(1)[xx]	(3)	(4)	(5)	(6)	(8)	(9)	(11)	(13)	(14)	
VARIABLE C28:											
Positive	25.0%	72.7%	93.5%	88.5%	53.8%	88.2%	100%	100%	84.6%	80.0%	
Neutral	25.0	--	6.5	11.5	23.1	11.8	--	---	15.4	20.0	
Negative	50.0	27.3	--	--	23.1	--	--	--	--	--	
N of	16	11	31	26	13	17	28	12	13	5	(172)
VARIABLE C22:											
Positive	31.3%	63.6%	71.0%	69.2%	30.8%	88.2%	96.4%	91.7%	76.9%	80.0%	
Neutral	18.6	18.2	12.9	11.5	38.5	5.9	3.6	8.3	7.7	20.0	
Negative	50.0	18.2	16.1	19.2	30.8	5.9	--	--	15.4	--	
N of	16	11	31	26	13	17	28	12	13	5	(172)
VARIABLE C30:											
Positive	37.5%	36.4%	54.8%	53.8%	38.5%	82.4%	85.7%	75.0%	69.2%	100%	
Neutral	31.3	54.5	25.8	19.2	15.4	11.8	10.7	16.7	23.1	--	
Negative	31.3	9.1	19.4	26.9	46.2	5.9	3.6	8.3	7.7	--	
NNof	16	11	31	26	13	17	28	12	13	5	(172)

[xx] CODE:

1 Ag. Mech.
3 Auto Body
4 Auto Chass. & Eng.
5 Cosmtlgy.
6 Bus. Mach.
8 Food Serv.
9 Health Serv.
11 Mach. Shop
13 Trade Elec.
14 Appl. Tech.

6. Form B: Data Collection Form (used for six month follow-up)

71

Survey Research Center
SUNYAB
4230 Ridge Lea Road
Buffalo, New York 14226

OFFICE USE ONLY

0	2	0	9	7	4	1		
01-04				05-06		07	08-09	

				0	3			
10-12				13-14		15-17		

9	9	9	9	9	9	9	9	9	9
18-27									

INSTRUCTIONS:

FOR THE FIRST THREE ITEMS (1.a. - 1.c.) PLEASE DESCRIBE WHAT YOU THINK BY MAKING A RATING ON THE 7 POINT SCALE, AND WRITING YOUR RATING IN THE BOX TO THE RIGHT OF THE ITEM.

EXAMPLE:

Vitamin C is:

very beneficial 1 2 3 4 5 6 7 *not at all beneficial* [3]

WRITING "3" IN THE BOX MEANS THAT VITAMIN C IS RATED AS BEING ONLY A LITTLE BENEFICIAL.

1.a. My experience in the specialization which I pursued while in the occupational education program were:

very satisfying 1 2 3 4 5 6 7 not at all satisfying [ ] 28

b. If I could choose an area of specialization over again I would:

take the same specialization 1 2 3 4 5 6 7 not take the same specialization [ ] 29

c. My occupational/educational plans for the future are to:

enter (or stay in) my area of specialization 1 2 3 4 5 6 7 not enter (or stay in) my area of specialization [ ] 30

GENERAL INSTRUCTIONS:

MOST THE REMAINING QUESTIONS ARE FOLLOWED BY A LIST OF POSSIBLE ANSWERS. PLEASE CHOOSE ONE OF THE LISTED ANSWERS WHICH IS MOST APPLICABLE TO YOU AND WRITE THE NUMBER WHICH APPEARS DIRECTLY IN FRONT OF IT IN THE BOX TO THE RIGHT OF THE QUESTION, AS IN THE FOLLOWING EXAMPLE.

EXAMPLE:

How beneficial do you think vitamin C is?

1 very beneficial
(2) somewhat beneficial ——→ [2]
3 not beneficial

WRITING "2" IN THE BOX TO THE RIGHT WOULD MEAN THAT YOU THINK VITAMIN C IS SOMEWHAT BENEFICIAL.

FOR ITEMS WHICH REQUIRE A WRITTEN ANSWER, PLEASE WRITE YOUR ANSWER IN THE SPACE PROVIDED.

PLEASE DO NOT WRITE IN THE "OFFICE USE ONLY" BOXES.

OFFICE USE ONLY

9	9	9	9	9	9

31-36

2. Were you trained for an occupation that requires licensing? (for example, Cosmetology, Licensed Practical Nurse)

1 yes (CONTINUE WITH QUESTION 3)
2 no (SKIP TO QUESTION 6) [ ] 37

3. Did you take the appropriate examination for your licensed occupation?

1 yes (CONTINUE WITH QUESTION 4)
2 no (SKIP TO QUESTION 6) [ ] 38

4. Were you issued a license for your specialization?

1 yes
2 no [ ] 39

5. How helpful would you say your studies at the Vocational Center were in preparing you for the licensing examination?

1 very helpful
2 somewhat helpful
3 not helpful

[ ] 40

6. Since attending high school, have you taken part in, or are you presently taking part in, any further training or education?

1 yes (CONTINUE WITH QUESTION 7)
2 no (SKIP TO QUESTION 9)

[ ] 41

7. Which one of the following best describes the most recent training or education you have had, or are presently taking part in, since leaving high school?

1 on-the-job training
2 apprenticeship
3 public occupational school program
4 private occupational program
5 two or four year college
6 specialized occupational military training
7 other (SPECIFY:) _____

_____

[ ] 42

8. To what extent is your additional training/education related to your area of specialization at the Vocational Center?

1 in my area
2 related to my area
3 unrelated to my area

[ ] 43

OFFICE USE ONLY [9] 44

9. Did you seek employment in your Vocational specialization immediately after completing your program of studies at the Vocational Center?

1 yes (SKIP TO QUESTION 11)
2 no (CONTINUE WITH QUESTION 10)

[ ] 45

10. Have you looked for employment in your Vocational specialization at any time since completing your program of studies at the Vocational Center?

1 yes
2 no

[ ] 46

74

OFFICE USE ONLY

9	9	9	9	9	9	9	9	9	9

47-56

11. At the present time, what is your employment situation?

1 employed full-time (CONTINUE WITH QUESTION 12)
2 employed part-time, but looking for full-time employment (CONTINUE WITH QUESTION 12)
3 employed part-time, and not looking for full-time employment (CONTINUE WITH QUESTION 12)
4 temporarily laid-off (SKIP THE REMAINING QUESTIONS)
5 unemployed, but looking for employment (SKIP THE REMAINING QUESTIONS)
6 unemployed and unavailable for employment (SKIP THE REMAINING QUESTIONS)
7 other (SPECIFY:) _____

_____ ☐ 57

OFFICE USE ONLY

☐ 58

12. What is your present job title? (PLEASE WRITE YOUR JOB TITLE ON THE LINE BELOW)

_____

OFFICE USE ONLY
SEE CODE 1

☐☐ 59-60

13. How long have you been employed in your present job? (PLEASE WRITE THE NUMBER OF YEARS AND/OR MONTHS IN THE APPROPRIATE BOXES.)

☐ years 61 ☐☐ months 62-63

14. To what extent is your present job related to your area of specialization at the Vocational Center?

1 in my area
2 related to my area
3 unrelated to my area

64

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE RETURN THE QUESTIONNAIRE BY U.S. MAIL IN THE ENCLOSED SELF-ADDRESSED, PRE-PAID ENVELOPE.

LOCAL
OCCUPATIONAL
PROGRAM
EVALUATION

Albert J. Pautler, Jr. [redacted] Professor

DEPARTMENT OF CURRICULUM DEVELOPMENT & INSTRUCTIONAL MEDIA

S.U.N.Y.A.B.

Buffalo, N.Y. 14214

7. Transparencies Masters--LOPE (For use in large groups)

Establishing MEASURABLE OBJECTIVES and the SELF EVALUATION of the Local Vocational Education Program: A Case Study

PHILOSOPHY STATEMENT :

'THE OCCUPATIONAL EDUCATION PROGRAM PROVIDES EDUCATION & TRAINING IN SPECIFIC OCCUPATIONAL AREAS, CLOSELY FOLLOWING INDUSTRIAL & TECHNICAL PRACTICES OF PRIVATE INDUSTRY. THE PRIMARY PURPOSE OF THE PROGRAM IS DESIGNED TO MAKE AN INDIVIDUAL MORE EMPLOYABLE IN ONE GROUP OF OCCUPATIONS THAN IN ANOTHER. COMPLETION OF A PROGRAM SHOULD PREPARE INDIVIDUALS FOR GAINFUL EMPLOYMENT AS SEMI-SKILLED OR SKILLED WORKERS OR TECHNICIANS OR SUB-PROFESSIONALS IN RECOGNIZED OCCUPATIONS & IN NEW & EMERGING OCCUPATIONS, OR TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED TECHNICAL PROGRAMS.'

OBJECTIVES:

1. UPON COMPLETION OF AN OCCUPATIONAL EDUCATION PROGRAM (65%) OF THE STUDENTS WILL RATE THE EXPERIENCE SATISFYING.

2. UPON COMPLETION OF AN OCCUPATIONAL EDUCATION PROGRAM (65%) OF THE STUDENTS WILL INDICATE THAT THEY WOULD TEND TO TAKE THE SAME PROGRAM AGAIN IF THEY HAD TO MAKE THE CHOICE OVER.

3. UPON COMPLETION OF AN OCCUPATIONAL EDUCATION PROGRAM (60%) OF THE STUDENTS, AVAILABLE FOR EMPLOYMENT OR ADVANCED EDUCATION, WILL INDICATE THAT THEY PLAN TO ENTER THE AREA OF SPECIALIZATION THEY PREPARED FOR OR GO ON TO ADVANCED TRAINING/EDUCATION IN THEIR AREA OF SPECIALIZATION.

4. SEVENTY-FIVE (75%) PER CENT OF THE GRADUATES OF ANY LICENSED OCCUPATION PROGRAM WILL PASS THE APPROPRIATE EXAMINATION. (i.e., COSMETOLOGY, L.P.N., ETC.)

5. WITHIN SIX (6) MONTHS AFTER GRADUATION (60%) OF THE GRADUATES, AVAILABLE FOR & HAVING SOUGHT EMPLOYMENT, WILL BE EMPLOYED FULL-TIME.

6. WITHIN SIX (6) MONTHS AFTER GRADUATION (25%) OF THE GRADUATES, AVAILABLE FOR & HAVING SOUGHT EMPLOYMENT IN THEIR SPECIALIZATION, WILL BE EMPLOYED FULL-TIME.

7. WITHIN SIX (6) MONTHS AFTER GRADUATION ANOTHER (15%) OF THE GRADUATES, AVAILABLE FOR & HAVING SOUGHT EMPLOYMENT IN THEIR SPECIALIZATION, WILL BE EMPLOYED FULL-TIME IN A POSITION THEY CONSIDERED RELATED TO THEIR AREA OF SPECIALIZATION.

OBJECTIVE #1: "Upon completion of an occupational education program 65% of the students will rate the experience satisfying

	Number	Percentage	
Center East (01)	140	88.1%	
Center West (02)	141	82.0%	
Combined Totals	281	84.9%	RESULT

Follow up 6 months later:

	Number	Percentage
Center East (01)	84	79.2%
Center West (02)	77	71.3%
Combined Totals	161	75.2%

OBJECTIVE #2: "Upon completion of an occupational education program, 65% of the students will indicate that they would tend to take the same program again if they had to make the choice over."

	Number	Percentage	
Center East (01)	121	76.1%	
Center West (02)	123	71.5%	
Combined Totals	244	73.7%	RESULT

Follow up 6 months later.

	Number	Percentage
Center East (01)	82	78.1%
Center West (02)	69	63.9%
Combined Totals	151	70.9%

OBJECTIVE #3: "Upon completion of an occupational education program, 60% of the students available for employment or advanced education will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their specialization."

	Number	Percentage	
Center East (01)	113	71.1%	
Center West (02)	107	62.2%	
Combined Totals	220	66.5%	RESULT

Follow up 6 months later.

	Number	Percentage
Center East (01)	73	63.9%
Center West (02)	60	56.1%
Combined Totals	133	62.4%

OBJECTIVE #4: "Seventy-five (75%) per cent of the graduates of any licensed occupation program will pass the appropriate examination." (This is based upon those students who, in fact, apply for and take the exam.)

	Number	Percentage	
Center East (01)	16	94.1%	
Center West (02)	12	92.3%	
Combined Totals	28	93.3%	RESULT

OBJECTIVE #5 "Within six (6) months after graduation, 60% of the graduates available for and having sought employment will be employed full-time."

	Number	Available and Had Sought Employment	Employed	Percentage	
Center East (01)	105	70	39	55.7%	
Center West (02)	106	70	39	55.7%	
Combined Totals	211	140	78	55.7%	RESULT

OBJECTIVE #8: "Within six (6) months after graduation, 35% of the graduates available for and having sought employment in their specialization will be employed full-time in their specialization."

	Number	Available and Had Sought Employment	Employed	Percentage	
Center East (01)	105	66	27	40.8%	
Center West (02)	106	67	21	31.3%	
Combined Totals	211	133	48	36.1%	RESULT

OBJECTIVE #7: "Within six (6) months after graduation, another 15% of the graduates available for and having sought employment in their specialization will be employed full-time in a position they considered related to their area of specialization."

	Number	Available and Had Sought Employment	Employed	Percentage	
Center East (01)	105	66	6	9.0%	
Center West (02)	106	67	6	9.0%	
Combined Totals	211	133	12	9.0%	RESULT

OVERALL RESULTS STATED VS. ACHIEVED PERFORMANCE

Objective Number		Stated Level Of Performance	Achieved Level Of Performance	
1	"Satisfaction"	65%	84.9%	
2	"Choice Over"	65%	73.7%	
3	"Plan to Enter"	60%	66.5%	
4	"License"	75%	93.3%	
5	"Full-Time Employment"	60%	55.7%	
6	"Employed in Specialization"	35%	36.1%	MISSED GOALS
7	"Employed in Related Area"	15%	9.0%	